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AUTHOR Stevick, Earl W.
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ABSTRACT

The revised second edition of a 1976 book explores the literature of research on memory, creation of meaning in language learning, and second language teaching methodology, incorporating results of recent work in those areas. Each of the 12 chapters begins with a series of questions to be addressed and ends with further questions. Chapter topics include: the nature, content, and general attributes of memory; kinds of memory, tasks performed, and the relation to language learning; basic long- and short-term memory processes and their interaction, and models explaining them; long-term memory networks, changes over time, and individual differences; factors under the teacher's control that can affect the shaping of long-term memory, and influences within the student's mental activity; the nature of communication, particularly outside the classroom; the relationship between personal meaning and pronunciation or ease of speaking; acquisition of personal meanings in academic language study; personal meanings for the teacher within the context of the classroom; language teaching method viewed from three perspectives (psychodynamic, communicative, and a format called "bridges"); application of these concepts to six teaching methods (grammar-translation, reading method, audiolingualism, Silent Way, community language learning, natural approach); and deciding among competing methods. (MSE)

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